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ABSTRACT

Prepared as a handout for a poster session at the 1979 convention of the Association for Educational Communications and Technology, this set of materials includes descriptions of the Bilingual Access Programs at Elgin Community College, a general systems approach for bilingual access programs and Vocational English as a Second Language (VESL) materials, a bilingual access instructional delivery system, an instructional design model for developing bilingual access support materials, and an instructional design model for developing ESL/VESL components (two sequential models). Also included are a sample of instructional analysis sheets, a sample list of Spanish/bilingual instructional aids, a sequence of milestones within the bilingual access instructional design process, a list of programs to be implemented in a bilingual mode, a sample of bilingual learning aids, and a sample of a VESL lesson. (Author/JEG)

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ELGIN COMMUNITY COLLEGE

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PRESENTATION THEME

Implementing College Regular Vocational Programs into a Bilingual Mode--Two Instructional Design Models in Operation

by

ARTURO A. KOTESKY, Ph.D.

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These materials were presented at the 1979 National Convention of the Association for Educational Communications and Technology, Convention Session entitled: PROFESSIONALS IN ACTION--DISCUSSIONS ABOUT ACHIEVEMENT IN INSTRUCTIONAL DEVELOPMENT, New Orleans, Louisiana, March 1979.

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DESCRIPTION OF THE BILINGUAL ACCESS PROGRAM
AT ELGIN COMMUNITY COLLEGE

This is a paper intended to describe the instructional components of the Bilingual Access Program at Elgin Community College, Elgin, Illinois. The Bilingual Access Program is a federally funded five-year project being developed under an Advanced Institutional Development Program (AIDP) grant. Each fiscal year, during the five-year grant period, the Bilingual Access Project will implement different vocational programs into a bilingual mode. A total of ten programs will be completed, including 28 vocational and para-vocational courses, and they are to be offered in a continuous way. A needs assessment study was implemented to set up a valid and solid foundation for the bilingual project. The Bilingual Access Program has been conceptualized and established to supplement regular vocational programs as a means to provide training to limited English-speaking adults so that the exiting participants can possess employable skills that are related to the employment opportunities existing in the Fox River Valley and Chicago metropolitan area. The Bilingual Access model is a unique approach for implementing regular college vocational programs into a bilingual mode to specifically serve a large Spanish-speaking population within and around the college's educational district.

This paper describes in detail the Instructional Design model for Bilingual Access support materials, the Instructional Design Model for Vocational English as a Second Language (VESL) Components, the interrelated operational components within each instructional design models and the sequential relationship between

the models, the managerial procedures of the overall bilingual project, the instructional design team operational procedures, the various components within the Bilingual Access Instructional Delivery System, and appendixes including sample output products are attached to the paper.

The Instructional Design model for Bilingual Access support materials specifically displays the following components: Conduct needs assessment, identify vocational programs, identify target population, conduct instructional analysis, develop bilingual student assessment instruments, identify/develop Spanish-bilingual support materials, and conduct formative evaluation. Sub-components which are described within the "Conduct Instructional Analysis" component are: Conduct content analysis, specify behavioral objectives, describe topics and subtopics, identify current materials used by instructor, and identify unique English language and terminology. The Instructional Design model for Vocational English as a Second Language Components, which receives its input information from the previously described activities, includes description of the following elements: Specify VESL instructional goals, develop list of VESL topics and subtopics, identify English as a Second Language (ESL) entry level skills, develop ESL pre-training course, develop VESL course, and conduct formative evaluation.

The Bilingual Access instructional products, including Spanish-bilingual support materials and ESL/VESL courses, are uniquely designed for each vocational program in areas such as: Machine Tool Operations, Welding, Automotive Technology, Culinary Arts, and six others.

The managerial procedures of the overall Bilingual Access project are also diagramed in detail. During each fiscal year, all instructional and clerical tasks are flow-charted and time evaluated, including the following major activities:

Identify vocational programs among those selected for implementation, identify vocational and para-vocational courses within each program, identify college's collaborating faculty, implement In-Service Workshop for collaborating faculty, carry on Bilingual Instructional Design and Development process within each vocational program, perform ESL/VESL instructional design and development process within each vocational program, identify available Spanish/Bilingual vocational materials for each program, develop internal Spanish/Bilingual vocational support materials and student assessment instruments, accomplish information dissemination and recruitment processes, and write program evaluation report.

The instructional design team is composed of several professionals who accomplish their tasks based on the working framework and operational guidelines provided during each fiscal year's In-Service Workshop, the operational procedures manuál and the leadership of the bilingual instructional designer-director of the project. Different groups of professionals are part of the design team at different stages of implementation of the bilingual project, which includes: Subject-matter experts, ESL/VESL Specialist, translator, audio-visual specialists, graphic designers, Spanish-English narrators, and others.

The Bilingual Access Instructional Delivery System deals with the actual implementation of instruction within the classroom/laboratory learning environments. The Bilingual Access Instructional Delivery System includes the following components within each vocational program: An ESL pre-training course, delivery of vocational and para-vocational instruction in an ESL context, a series of Spanish/bilingual instructional support materials and bilingual student assessment instruments, and a VESL course unique to each vocational program.

A question that could be asked at this point is: How do all these components work together within the instructional setting? The first instructional component

within the Bilingual Access Instructional Delivery System is the ESL pre-training period, which starts three weeks prior regular semester classes and totals 60 contact hours. Vocational and para-vocational regular semester instruction constitutes the second component within the delivery system. These instructional activities are conducted responding to an "English as a Second Language Context" concept so that the pace of instruction and the English language difficulty could be appropriate to the limited English-speaking students. The bilingual and/or Spanish instructional aids constitute the third element within the bilingual delivery system, and are designed to supplement instruction within the classroom and/or lab training environments in a contingent manner, and to support students' individual activities on a self-pace basis. The Spanish/bilingual aids are to decrease in number as the student progresses through the semester. Within each course, bilingual student assessment instruments are also provided as part of the bilingual support materials. The vocational English as a Second Language course, which is the fourth component, is delivered in a parallel fashion during the regular semester instructional period, and there is to be one VESL course uniquely designed for each vocational program.

The main goals of the Bilingual Access Program at Elgin Community College are to make available regular semester instruction to limited English-speaking adults ensuring student success by bridging the language gap and providing appropriate bilingual support materials within each of the identified vocational programs. A Bilingual Access Instructional Delivery Approach is to be used only during the first semester of enrollment. At the end of this period, it is expected that the student will have developed technical and English language skills that will widely open employment opportunities to those who are unemployed, and will provide job advancement to those already employed.

Bilingual Access students may graduate from short-term programs as well as one or two-year programs, receiving the corresponding certifications or degrees. It is believed that this educational opportunity offered at Elgin Community College through the Bilingual Access Program to limited English-speaking adults will positively impact the graduates quality of life, their families, and the community at large.

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GENERAL SYSTEM APPROACH

BILINGUAL ACCESS PROGRAMS AND VESL MATERIALS

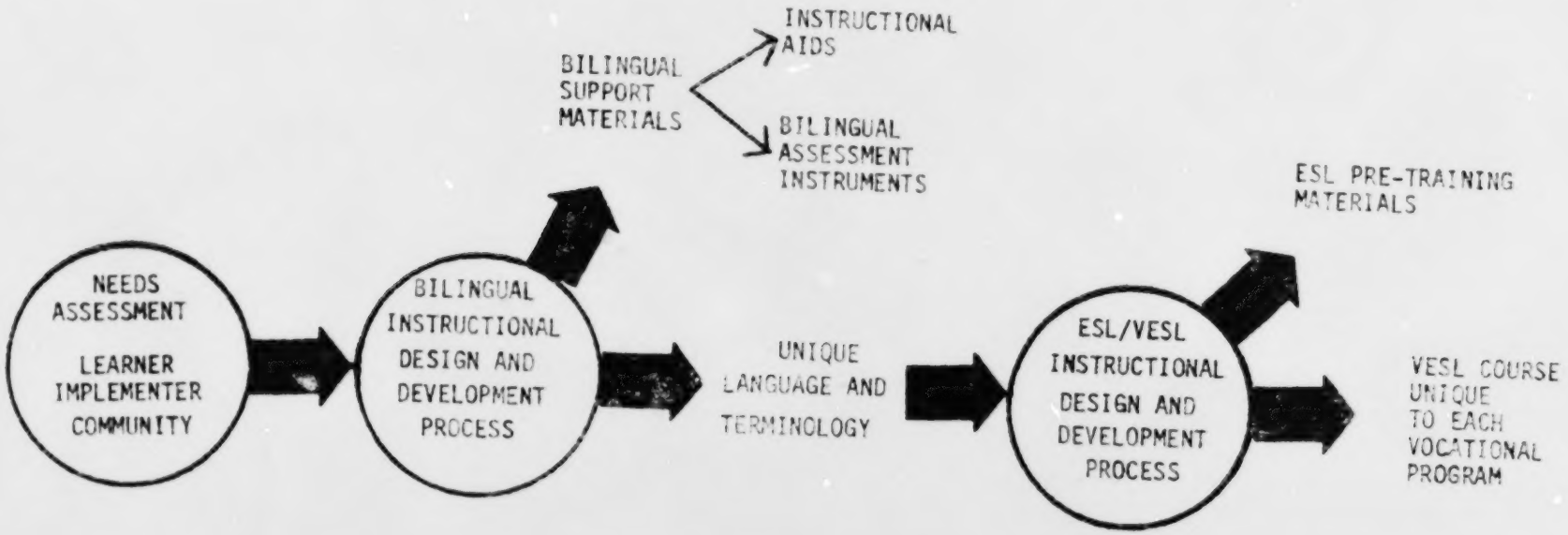
GENERAL SYSTEM APPROACH

BILINGUAL ACCESS PROGRAMS AND VESL MATERIALS

BILINGUAL ACCESS PROGRAM/ELGIN COMMUNITY COLLEGE

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

1978-1982



KOTESKY, 1978-79

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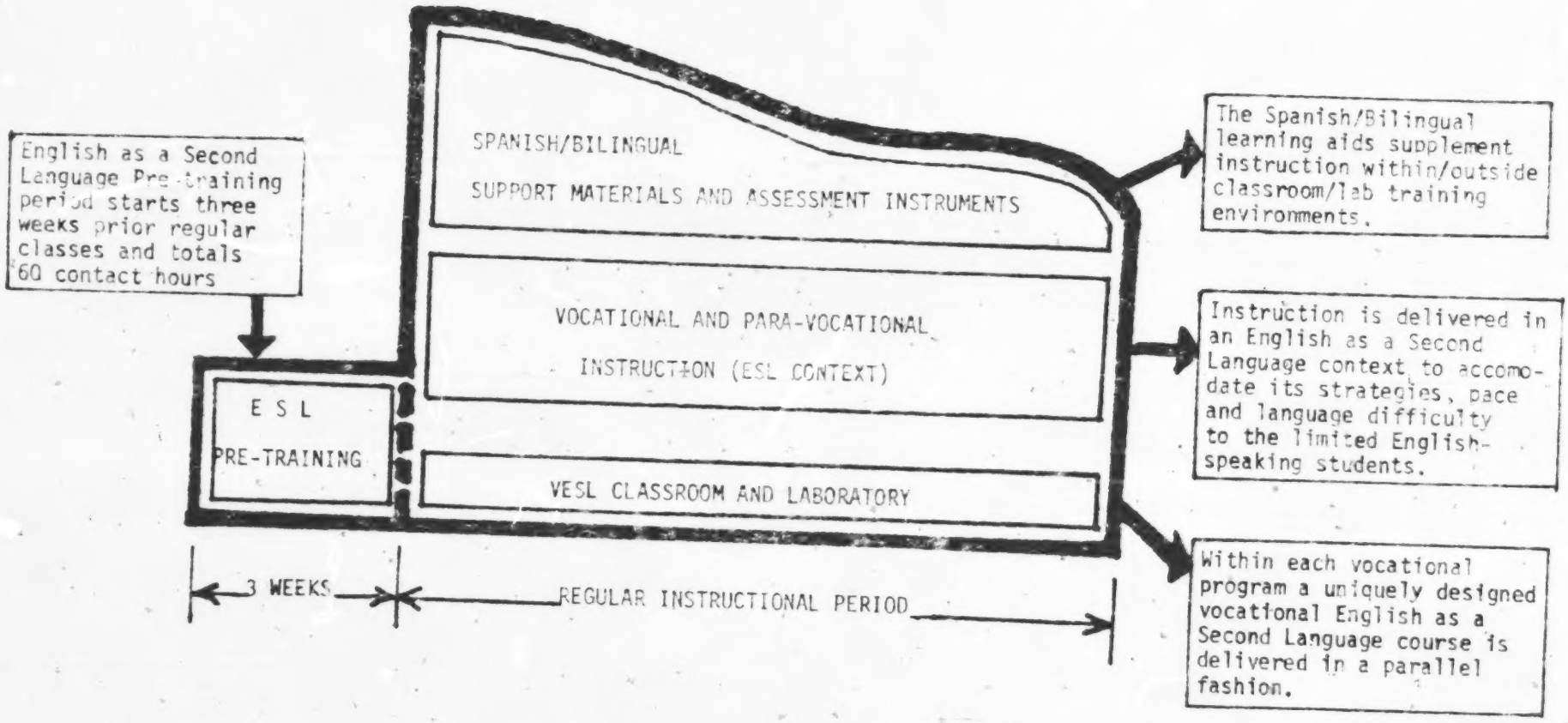
BILINGUAL ACCESS INSTRUCTIONAL DELIVERY SYSTEM

BILINGUAL ACCESS INSTRUCTIONAL DELIVERY SYSTEM

BILINGUAL ACCESS PROGRAM/ELGIN COMMUNITY COLLEGE

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

1978-1982


English as a Second Language Pre-training period starts three weeks prior regular classes and totals 60 contact hours
E S L
PRE-TRAINING
SPANISH/BILINGUAL
SUPPORT MATERIALS AND ASSESSMENT INSTRUMENTS
VOCATIONAL AND PARA-VOCATIONAL
INSTRUCTION (ESL CONTEXT)
VESL CLASSROOM AND LABORATORY
3 WEEKS
REGULAR INSTRUCTIONAL PERIOD
The Spanish/Bilingual learning aids supplement instruction within/outside classroom/lab training environments.
Instruction is delivered in an English as a Second Language context to accomodate its strategies, pace and language difficulty to the limited English-speaking students.
Within each vocational program a uniquely designed vocational English as a Second Language course is delivered in a parallel fashion.

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INSTRUCTIONAL DESIGN MODEL FOR

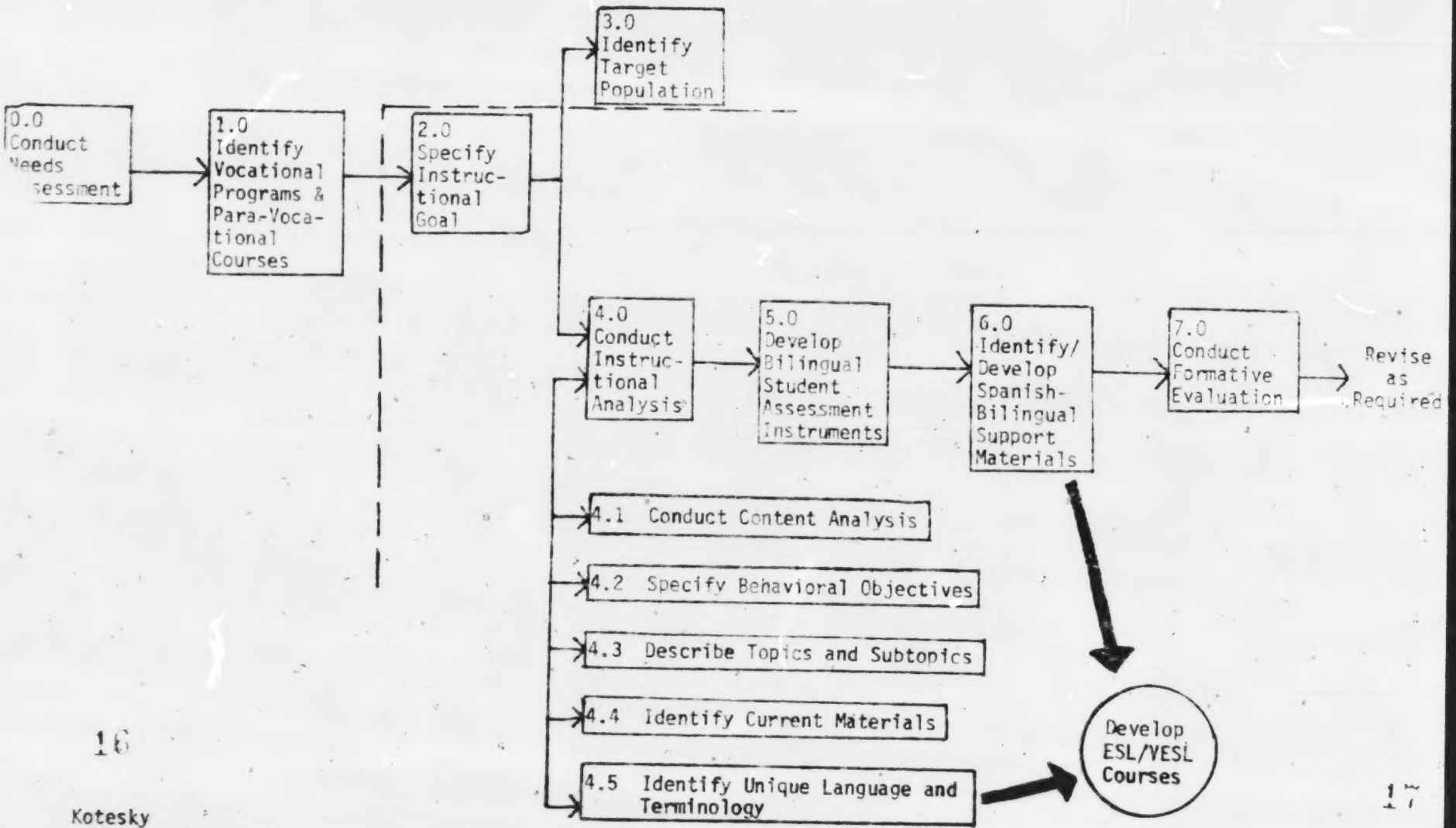
DEVELOPING BILINGUAL ACCESS SUPPORT MATERIALS

INSTRUCTIONAL DESIGN MODEL FOR DEVELOPING BILINGUAL ACCESS SUPPORT MATERIALS

BILINGUAL ACCESS PROGRAM/ELGIN COMMUNITY COLLEGE

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

1978-1982


0.0 Conduct Needs Assessment
1.0 Identify Vocational Programs & Para-Vocational Courses
2.0 Specify Instructional Goal
3.0 Identify Target Population
4.0 Conduct Instructional Analysis
5.0 Develop Bilingual Student Assessment Instruments
6.0 Identify/ Develop Spanish-Bilingual Support Materials
7.0 Conduct Formative Evaluation
Revise as Required
4.1 Conduct Content Analysis
4.2 Specify Behavioral Objectives
4.3 Describe Topics and Subtopics
4.4 Identify Current Materials
4.5 Identify Unique Language and Terminology
Develop ESL/VESL Courses

INSTRUCTIONAL DESIGN MODEL FOR

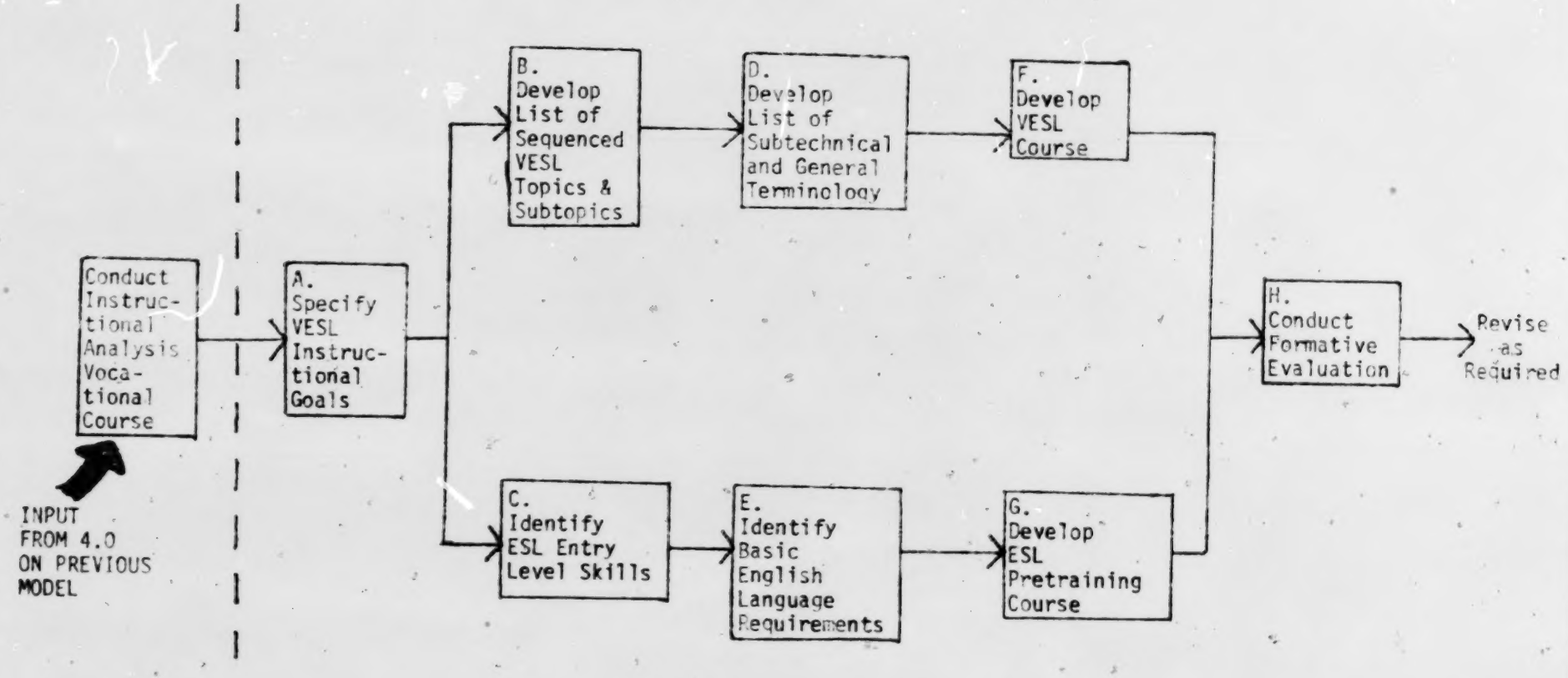
DEVELOPING ESL/VESL COMPONENTS

INSTRUCTIONAL DESIGN MODEL FOR DEVELOPING ESL/VESL COMPONENTS

BILINGUAL ACCESS PROGRAM/ELGIN COMMUNITY COLLEGE

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

1978-1982


Conduct Instructional Analysis Vocational Course
INPUT FROM 4.0 ON PREVIOUS MODEL
A. Specify VESL Instructional Goals
B. Develop List of Sequenced VESL Topics & Subtopics
C. Identify ESL Entry Level Skills
D. Develop List of Subtechnical and General Terminology
E. Identify Basic English Language Requirements
F. Develop VESL Course
G. Develop ESL Pretraining Course
H. Conduct Formative Evaluation
Revise as Required

SAMPLE OF INSTRUCTIONAL ANALYSIS SHEETS

INSTRUCTIONAL ANALYSIS SHEET

AIDP/BILINGUAL-VOCATIONAL PROGRAM

ELGIN COMMUNITY COLLEGE

Course: Machine Tool Processes I (MTO-105)

Instructional Analysis Conducted by: Mr. Maurice Munch (Voc. Instr.)
Dr. Arturo Kotesky (B-V Coord.)

Date of Analysis: June, 1978

Topic #	Name of Topic or Subtopics	Activities: Description	Type: CR	Type: LAB	Time: hours	Current Support Materials	Tentative Support Materials for B-V Program	Unique Language and Terminology
	Measuring Tools; types, uses, accuracy	Study of different kinds of linear type measuring tools				Text - Chapter 2 Hands-on Experience	Varios Instrumentos de Medicion	different similar kind type linear type measure/ment tool scale measurement scale
Instructional Objective ⇒	SWBAT identify and manipulate linear type measuring tools and their specific scales		.5		.5			
S.T. # 2A-1 SUB ⇒ TOPICS	Semi-Precision Measuring Tools: Steel Rule and its Counterparts	Study and perform measurement of linear dimensions using rough measuring tools	.5		.5	Text - Chapter 2 Hands-on	Measurement Skills (Film-strip/Sound materials in a Bilingual Mode with technical terms in English)	linear non-linear rough-fine rule steel rule inch subdivisions part of an inch smaller equal larger

22

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Sub Topic	Name of Subtopic	Activities: Description	Activities: Type CR	Activities: Type LAB	Activities: Time Hours	Current Support Materials	Tentative Support Materials for B-V Program	Unique Language and Terminology
S.T. =	2A-2							
SUB	Semi-Precision Measuring Tools: Combination Set	Study and manipulate a variety of accessories of steel rules	.5		.5	Text - Chapter 2 Variety of Instruments		linear square angle protractor center trace layout precision
TOPICS	2A-3 Semi-Precision Measuring Tools: Depth Gages	Study and manipulate more precise linear measuring instruments	.5		.5	Text - Chapter 2 Demonstrations Hands-on	Depth Gages (Film-Strip/Sound Bilingual materials with technical terms in English)	accessory base base accessory slide precise precision

SAMPLE LIST OF SPANISH/BILINGUAL INSTRUCTIONAL AIDS

LISTA DE MATERIALES DE AYUDA/CURSO: MTO-105

LIST OF SPANISH INSTRUCTIONAL AIDS/CURSO: MTO-105

AIDP/BILINGUAL ACCESS PROGRAM

ELGIN COMMUNITY COLLEGE

Prepared by: Dr. Arturo A. Kotesky (B-V Coord.)

Date: July 31, 1978

RLRC PERSONNEL INFORMATION
INFORMACION DEL ESTUDIANTE
PARA SOLICITAR EL MATERIAL

INSTRUCTOR'S INFORMATION

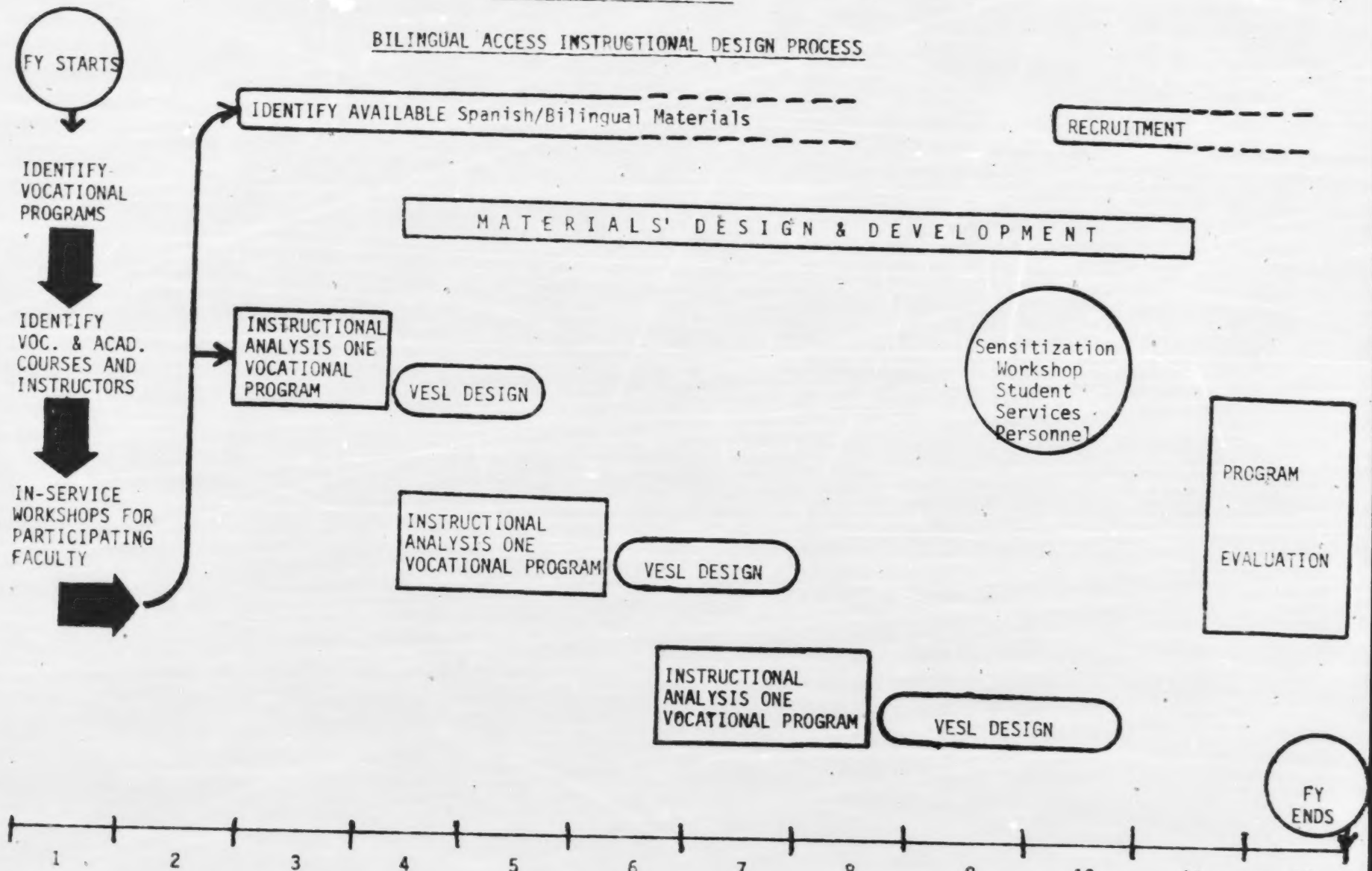
MATERIAL # AID #	TITULO DEL MATERIAL DE AYUDA TITLE OF INSTRUCTIONAL AIDS	TYPE OF MATERIAL	TOPICS COVERED IN OUTLINE
1	Lista De Materias MTO-105	Print	Course Outline
2	Conocimientos Basicos de Talleres	Print	1A 1B
3	Organizacion y Funcionamiento de Talleres	Print	1C
4	Varios Instrumentos de Medicion	Print	2A 2B
5	Measurement Skills	Tutorial Kit English/Spanish	2A-1 2B-1
6	Depth Gages	Film Strip/ Spanish sound and script	2A-3
7	Micrometro y Vernier	Print	2B-4 2B-5
8	The Outside Micrometer	Film Strip/ Spanish sound and script	2B-4
9	The Inside Micrometer	Film Strip/ Spanish sound and script	2B-4

SEQUENCE OF MILESTONES

BILINGUAL ACCESS INSTRUCTIONAL DESIGN PROCESS

SEQUENCE OF MILESTONES

BILINGUAL ACCESS INSTRUCTIONAL DESIGN PROCESS



KOTESKY, 1978-79

LIST OF PROGRAMS TO BE IMPLEMENTED IN A BILINGUAL MODE

ECC REGULAR VOCATIONAL PROGRAMS	DATE OF IMPLEMENTATION
MACHINE TOOL OPERATIONS	FALL 1978
WELDING	FALL 1979
CULINARY ARTS	FALL 1979
RESTAURANT MANAGEMENT	FALL 1979
PLASTICS PROCESSING & MANUFACTURING	FALL 1979
SECRETARIAL SCIENCE	FALL 1979
GROUP CHILD CARE	FALL 1980
AUTOMOTIVE SERVICE TECHNOLOGY	FALL 1980
EMERGENCY MEDICAL TECHNOLOGY	FALL 1981
DENTAL ASSISTING	FALL 1981
ALL BILINGUAL PROGRAMS WILL BE CONTINUOUSLY IN OPERATION	FALL 1982

PROGRAMAS VOCACIONALES REGULARES EN ECC	FECHA DE INICIO
MACHINE TOOL OPERATIONS	AGOSTO 1978
WELDING	AGOSTO 1979
CULINARY ARTS	AGOSTO 1979
RESTAURANT MANAGEMENT	AGOSTO 1979
PLASTICS PROCESSING AND MANUFACTURING	AGOSTO 1979
SECRETARIAL SCIENCE	AGOSTO 1979
GROUP CHILD CARE	AGOSTO 1980
AUTOMOTIVE SERVICE TECHNOLOGY	AGOSTO 1980
EMERGENCY MEDICAL TECHNOLOGY	AGOSTO 1981
DENTAL ASSISTING	AGOSTO 1981
TODOS LOS PROGRAMAS BILINGUES ESTARAN CONTINUAMENTE EN OPERACION	AGOSTO 1982

SAMPLE OF BILINGUAL LEARNING AIDS

THE VERNIER CALIPER

HISTORIA No. 1

FILM-STRIP/SOUND PRESENTATION

A. THIS SPANISH TAPE HAS BEEN TRANSLATED WITH THE AUTHORIZATION OF BERGWALL PRODUCTIONS OF GARDEN CITY, NEW YORK, AND IMPLEMENTED BY THE BILINGUAL ACCESS PROJECT -- ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM -- AT ELGIN COMMUNITY COLLEGE. PROJECT COORDINATOR IS DR: ART KOTESKY.

B. ESTA CINTA HA SIDO PREPARADA CON LA AUTORIZACION DE LA BERGWALL PRODUCTIONS OF GARDEN CITY, NEW YORK; BAJO EL PROJECTO DE ACCESO BILINGUE DE LA UNIVERSIDAD BASICA DE ELGIN, COORDINADO POR EL DR. ARTURO KOTESKY.

C. AL ESTUDIANTE LE DECIMOS QUE AL TRABAJAR CON LA CINTA USE LA NARRACION ESCRITA CORRESPONDIENTE. LOS TERMINOS TECNICOS NO HAN SIDO TRADUCIDOS, YA QUE ES ASI COMO DEBES APRENDERLOS Y USARLOS! TOMA NOTA DE ELLOS SI LO CREES NECESARIO!

D. POR FAVOR AVANZA EL FILMSTRIP AL CUADRO QUE MUESTRA EL SIGUIENTE TITULO: "MEASURING TOOLS EXPLAINED"

E. DETIENE LA CINTA PARA QUE LO ENCUENTRES CON FACILIDAD -- Y UNA VEZ QUE LO HAYAS ENCONTRADO -- REINICIA LA CINTA.

BILINGUAL ACCESS PROGRAM
Elgin Community College
Advanced Institutional Development Program

1. EXPLICACION DE HERRAMIENTAS PARA MEDIR.

2. THE VERNIER CALIPER

3. LA HERRAMIENTA MAS COMUNMENTE USADA PARA MEDIR, ES LA REGLA.

4. EL TABLERO AZUL TIENE APROXIMADAMENTE 12 PULGADAS DE ANCHO.

5. LA PULGADA HA SIDO DIVIDIDA EN 16 PARTES, Y LA DISTANCIA ENTRE CADA LINEA ES DE 1/16AVO DE PULGADA.

6. TRATEMOS DE MEDIR ESTA PIEZA DE METAL USANDO LA REGLA.

7. EN ESTA AMPLIACION, SE PODRA NOTAR QUE LA REGLA NO PUEDE MEDIR LA PIEZA DE METAL CON EXACTITUD PORQUE LAS DIVISIONES ESTAN MUY SEPARADAS. LA DIMENSION SERIA MAS O MENOS ENTRE 1-1/2 Y 1-9/16.

8. PARA MEDIR ESTA PIEZA DE METAL CON MAS EXACTITUD; NECESITAMOS UNA REGLA DE METAL QUE SE LLAMA LA REGLA DE ACERO DE 6".

9. LA REGLADE DE 6" TIENE LA PULGADA DIVIDIDA EN 16 PARTES, PERO EN EL LADO OPUESTO . . .

10. . . . LA PULGADA ESTA DIVIDIDA EN 32 PARTES, Y CADA ESPACIO EN 1/32AVO DE PULGADA.

BILINGUAL ACCESS PROGRAM
Elgin Community College
Advanced Institutional Development Program

11. ESTE MISMO LADO DE LA REGLA NOS MUESTRA LA PULGADA DIVIDIDA EN 64 PARTES, Y CADA ESPACIO EN 1/64AVO DE PULGADA.

12. USANDO LA REGLA DE 6" POR EL LADO QUE LA PULGADA ESTA DIVIDIDA EN 32AVOS PODREMOS MEDIR LA PIEZA DE METAL CON MAS EXACTITUD. LA MEDIDA SE LEE APROXIMADAMENTE 1-17/32AVOS DE PULGADA. ¿OBSERVARON COMO SE OBTUVO LA MEDIDA? LA LINEA QUE MARCA 1 PULGADA SE ALINEA CON LA ORILLA DE LA PIEZA DE METAL. ESTO SE HACE PARA EVITAR ERRORES AL LEER LA MEDIDA; ESTOS SON CAUSADOS POR EL DESGASTE DEL FILO DE LA REGLA. ASI Y TODO PARA PODER SABER LA MEDIDA EXACTA TENDREMOS QUE USAR UNA HERRAMIENTA DE MAS PRECISION.

13. LA CUAL ES EL VERNIER CALIPER. ESTA HERRAMIENTA DE MEDIR DIVIDE LA PULGADA EN 1,000 PARTES; CADA PARTE SE LLAMA 1/1,000 DE PULGADA.

14. AHORA; USANDO EL VERNIER CALIPER SE PODRA MEDIR LA PIEZA DE METAL -- DECENDIENDO HASTA EL 1/1000 DE PULGADA MAS CERCANA.

15. LA RESPUESTA ES ESTA! LA PIEZA DE METAL MIDE 1 Y 532 MILESIMAS DE PULGADA. ESTO RESULTA CON UNA SOMBRA DE MAS DE 1-17/32AVOS DE PULGADA. AHORA; OBSERVEMOS ESTA HERRAMIENTA MAS DETALLADAMENTE.

16. LA PIEZA LARGA QUE TIENE ENCIMA LA ESCALA SE LLAMA BEAM.

BILINGUAL ACCESS PROGRAM
Elgin Community College
Advanced Institutional Development Program

17. Y ESTE ES EL FIXED JAW. EL CUAL NO SE MUEVE.

18. ESTA PIEZA QUE SE DESLIZA SOBRE EL BEAM, TIENE LA MOVABLE JAW Y DOS ESCALAS PEQUEÑAS. SE LE LLAMA VERNIER ASSEMBLY. A LA DERECHA DE ESTE SE ENCUENTRA EL CLAMPING DEVICE.

19. CUANDO SE APRETA ESTA PERILLA; SE FIJA EL CLAMP A EL BEAM.

20. CON EL CLAMP ASEGURADO, SE PUEDE MOVER EL VERNIER ASSEMBLY, Y GIRANDO ESTA RUEDA PEQUEÑA SE PODRA AJUSTAR A LA PERFECCION. NOTE EL ESPACIO ESTRECHO QUE HAY ENTRE EL CLAMP Y EL ASSEMBLY.

21. AHORA, EL ESPACIO ES MAS ANCHO. EL VERNIER SE HA MOVIDO AL GIRAR LA RUEDA.

22. ESTA PERILLA SOBRE EL VERNIER ASSEMBLY ES TAMBIEN UN CLAMP. CUANDO ESTA SE APRETA, SE FIJA EL VERNIER A EL CLAMP.

23. CONTINUEMOS AHORA; CON LA ESCALA QUE ESTA ENCIMA DEL BEAM. ESTA ES MUY SIMILAR A UNA REGLA ORDINARIA; PERO SUS DIVISIONES SON DIFERENTES. AQUI LA PULGADA ESTA DIVIDIDA EN 20 PARTES.

24. ESTA AMPLIACION NOS MUESTRA QUE CADA LINEA DE POR MEDIO ESTA ENUMERADA. COMO EL VERNIER TIENE LA PULGADA DIVIDIDA EN 1000 PARTES Y HAY 10 LINEAS NUMERADAS, ENTONCES CADA NUMERO REPRESENTA 100 PARTES DE CADA PULGADA. POR EJEMPLO EL 5 SE LEE 500 MILESIMAS DE PULGADA.

BILINGUAL ACCESS PROGRAM
Elgin Community College
Advanced Institutional Development Program

SAMPLE OF VESL LESSON

layout tools

You will soon be studying about tools in your vocational classes.

Can you name some tools?
What do we call the tools used for cutting (/layout)?

coating
properly
before
after
subsequent

Coating means covering. When you paint a wall, you put a coating of paint on the wall. You must be careful to do it properly -- you shouldn't put too much or too little paint on the wall. Before you paint the wall though, you should clean it. After the wall is clean, you can paint it. If you do this properly, subsequent or later coatings will also be good.

What does coating mean? Can you give some examples of things which have a coating?
Is it important for you to do a job properly? Why?
What should you do before you paint a door (/wall)?
What should you do before you apply for a job?
What should you do after you get a job?

project
blueprint
dimension
interpret

In your machine shop task or project, you will have to do a layout. In order to mark the material you will need a blueprint. This is a piece of paper which shows the dimensions of the material. Dimension means the measurements of an object. You will have to read or interpret the measurements on the blueprint in order to see what you must do with the metal.

What kind of project are you now involved with?
What is a blueprint?
What is a blueprint used for?
Does a house have a blueprint? What other things have blueprints?
What do dimensions show?
What are the approximate dimensions of the chair (/table) in the classroom?
What is another way to say "read a blueprint"?

flat
rounded
layout

A lot of work with layout will be done on a flat surface. An example of a flat surface is the top of a table or the top of the desk in the classroom. The floor usually has a flat surface also. The opposite of flat is rounded.

Is the surface of a desk (/ball, chair, pencil, book) flat or round?

BILINGUAL ACCESS PROGRAM
Elgin Community College
Advanced Institutional Development Program

(Teacher: Please illustrate the following lines on the blackboard.)

horizontal
vertical
diagonal

Line A is horizontal. Line B is vertical. Line C is diagonal.

Is line A or B horizontal (/vertical)?
Is line C diagonal?
Is the top of the table vertical or horizontal?
Is the door vertical?
Can you name some objects which are vertical (/horizontal, diagonal)?

procedures
steps

In your technical class, you will receive information about the procedures or the way in which you must make layouts. Procedures explain what you must do. Each procedure has steps. Steps refers to the first thing you must do, the second thing; etc.

What are the procedures for registering at ECC?
What are the steps in painting a wall?

BILINGUAL ACCESS PROGRAM
Elgin Community College
Advanced Institutional Development Program

Exercise One

Answer the following questions. Do not refer to the previous pages!

1. What do we call tools for cutting? _____

2. What do we call the tools for layout? _____

3. What does coating mean? _____

4. Why is it important for you to do a job properly? _____

_____

5. What should you do before you apply for a job? _____

_____

6. What should you do after you get a job? _____

_____

7. What is a blueprint used for? _____

What are the approximate dimensions of this room? _____

_____

8. What is another way to say: "read a blueprint"? _____

9. Name some objects which have a flat surface: _____

_____

11. Identify the lines:

A. _____

B. _____

C. _____

12. What are the steps in starting your car? _____

_____

_____

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GRAMMAR STUDY

Imperative Form.

Affirmative:	We do not use a subject.
	Put your tools away.
Negative:	We put the word "don't" in front of the verb.
	Don't leave your tools on the table.

Read the situations below. Tell the person what to do.

1. The tools are dirty.

   _____

2. The pencil is on the floor.

   a. _____

   b. _____

3. The teacher is absent.

   _____

4. We're going to have a test.

   a. _____

   b. _____

5. That man parked his car in front of someone's driveway.

   a. _____

   b. _____

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6. The air in his tires is low.

_____

7. The gas tank is empty.

_____

8. He forgot his safety glasses.

a. _____

b. _____

c. _____

9. That worker doesn't know how to use the machine.

a. _____

b. _____

c. _____

11. That machine tool operator is wearing several rings.

a. _____

b. _____

c. _____

12. He doesn't know what to do with the machine.

a. _____

b. _____

13. That worker left the machine running during lunch.

a. _____

b. _____

c. _____

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